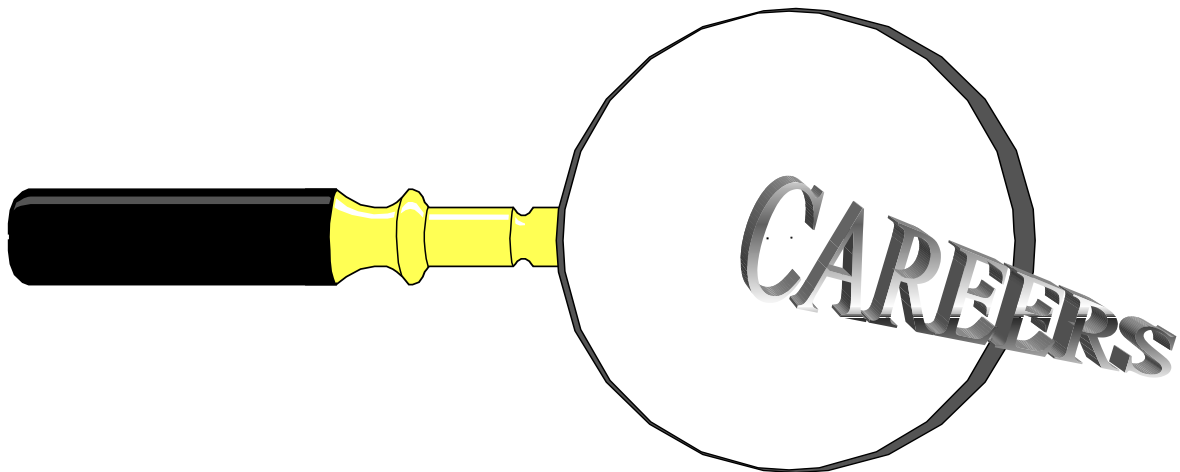


NEBRASKA

Work Based Learning Manual

PART VI

**CAREER EXPLORATION
ACTIVITIES GUIDE**



NEBRASKA STATE DEPARTMENT OF EDUCATION

| | | |
|---------------------------|-----------------|-------------|
| Kimberly J. Peterson..... | District 1..... | Lincoln |
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| Beverly J. Peterson..... | District 3..... | Oakland |
| Rachel Bone..... | District 4..... | LaVista |
| Stephen A. Scherr..... | District 5..... | Hastings |
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Douglas D. Christensen, Ph.D.
Commissioner of Education

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Inquiries about the manual may be directed to: Carol Jurgens, WBL Director, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509, 402-471-0948, cjurgens@nde.state.ne.us

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Part VI - Career Exploration Activities Guide

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Work Based Learning

CAREER EXPLORATION ACTIVITIES GUIDE

Executive Summary

Career exploration activities provide an opportunity for *individual* examination of career options that match a student's interests and aptitudes. They provide an opportunity to learn about what people do for a living and to observe and interact with work based staff to learn more about the demands of the work place. These activities are essential for providing valuable learning experiences that help students think about the world of work and their postsecondary options.

Four types of career exploration activities are described in this guide: Career Guidance and Counseling Services, Career Interviews, Job Shadowing, and Research Papers/Projects. An in-depth examination of a comprehensive career guidance program that assists students in their transition from school to work and/or postsecondary education is provided in this manual, *Part IV - Career Guidance and Counseling*

| Career Exploration Activities | |
|--|---|
| Career Guidance & Counseling Services | Securing work-based learning experiences, learning career development knowledge and skills, and choosing post-high school options are essential elements of an integrated program that links school and work. |
| Career Interviews | Career interviews arranged, conducted, and reported on by students who have researched the career/career cluster prior to the interview. |
| Job Shadowing | Job shadows involve student visits to a variety of work places, during which time students observe and ask questions of individual workers |
| Research Papers/Projects | Research papers/projects that focus on specific careers or class projects such as mock employment interviews and business simulations. |

A. CAREER GUIDANCE AND COUNSELING

Overview

In order to make wise decisions, students and their parents need to be familiar with a range of educational and employment options. A guidance program can provide information and experiences to help students and parents become proactive toward achievement of long-term goals.

To increase intelligent career choices, programs in career awareness, career exploration, and career/educational planning should begin at the elementary school level and continue throughout the postsecondary experience. The effort includes familiarizing students with many different career options, providing information on what is required to be successful in these positions, and guiding students to discover and explore their own interests and aptitudes.

Restructuring the guidance program at a school is as necessary as restructuring the instructional delivery system. Guidance is designed to help **all** students make informed decisions about a program of study that prepares them for continued learning at work and/or in an educational setting. Teachers and counselors must work together to integrate guidance activities into the curriculum and involve every teacher as an adviser. The guidance team must understand that career and educational guidance activities are more effective when they are an active part of the curriculum. Guidance for career and educational planning is a partnership of students, parents, and the school.

Part IV of this manual, the *Career Guidance and Counseling Guide*, is an excellent resource for developing or restructuring a comprehensive guidance program that includes a strong career counseling component.

Nebraska Success Stories

COMPREHENSIVE GUIDANCE PROGRAM

Description. A comprehensive competency-based guidance program is designed to reach all students in three basic domains: academic/educational, career/occupational, and personal/social. A curriculum approach to delivery of the guidance program enables counselors to be more proactive than just reactive. Input is derived from school personnel and community representatives, as well as resource materials and activities. The competency-based model is developmental, sequential, and focused on attainment of specified student outcomes.

Unique features of the program include:

- ◆ All students (grades 7-12) monitor a Career/Advanced Education Planning Portfolio. Every student graduates with a written Career/Advanced Education Plan. An intermediate (grades 4-6) portfolio will be implemented in 1997.
- ◆ An Early Awareness Career/Advanced Education Program is delivered to students in grades 4-7. Tours of college campuses, career speakers, and evening Career/Advanced Education Planning Programs are available in every middle school for students and parents.
- ◆ Secondary counselors work with all students, yet specialize by domains.
- ◆ A pre-K - 12 guidance curriculum is delivered to all students throughout the district.
- ◆ Evaluation is ongoing and focused on specified outcomes to assess student learning.

The Omaha Job Clearinghouse is a vital partner with the district, and programs are focused on common goals and outcomes related to the guidance curriculum. In addition, over 100 community-based agencies assist with delivering the guidance program. Counselors directly deliver the program to students as well as manage resources provided by community agencies.

Program Areas. Careers/Guidance

Grade Level. Pre-K - 12th Grades

Contact. Stan Maliszewski, Omaha Public Schools, 3215 Cuming Street, Omaha, NE 68131-2024, (402) 557-2704

CRITICAL ISSUES - SENIOR PROJECTS

Description. Seniors at Elmwood-Murdock High School complete a senior project through enrollment in Critical Issues, a semester-long course required of all seniors. The purpose of the course is to help students acquire the knowledge, skills, and attitudes to succeed in their diversified roles in society. After instruction in taxation, insurance, community service, meeting management, and job applications, students create a portfolio suitable for expanding throughout their lives. This process takes approximately nine weeks.

The other nine weeks are spent on career exploration and the development of a senior project. The project provides students with the opportunity to research colleges, to identify scholarships, and to shadow individuals in their desired profession. In addition, they explore career-related topics and ultimately demonstrate what they have learned through a self-selected career-based paper, an applied project with supportive research, and a formal presentation, which is given to a panel of individuals from the school and/or community.

Program Areas. Business Education, English

Grade Level. 12th Grade

Contact. Kurk Shrader, Elmwood-Murdock High School, 300 Wyoming Street, Murdock, NE 68407, (402) 994-5745.

B. CAREER INTERVIEWS

Overview

Career interviews are an effective work based learning experience if they are arranged, conducted, and reported on by students who have researched the career/career cluster prior to the interview. Career interviews are often conducted in conjunction with other work based learning experiences such as job shadowing, career fairs, and field trips. They help student relate these experiences to career pathways, related skills requirements, all aspects of an industry, and postsecondary education options.

Nebraska Success Stories

SOPHOMORE CAREER EXPLORATION UNIT

Description. The Sophomore Career Exploration Unit is an opportunity for students of Cedar Catholic High School (CCHS) to explore careers of interest, to practice phone interviewing skills, and to use writing skills. The students will use essential skills learned throughout their education at CCHS, along with new introduced skills, to develop an awareness/understanding of choosing a career area.

These are the components of the career unit: 1) complete a test summary sheet, 2) complete the Nebraska Career Information System (NCIS) Occupation Sort, 3) complete three career summaries, 4) complete two career phone interviews, 5) complete student evaluations, and 6) the guidance counselor will complete a portfolio check to keep a copy of each component in the file for future use.

This unit is used to get the students to really start linking interest areas with a career and then linking this to the workforce. So much was learned during the Senior Job Shadow that it was decided to do some phoning to get additional information from the career professionals without taking up an entire day. The career summaries are not as in-depth as the research paper in the junior year, yet they still get needed career information from them.

Program Areas. Careers/Guidance, English

Grade Level. 10th Grade

Contact. Krista Dybdal, Cedar Catholic High School, 401 South Broadway, Hartington, NE 68739, (402) 254-3906.

Sample Forms for Career Interviews

| TITLE | DESCRIPTION | PAGE # |
|--|---|--------|
| Student Assignment | Time and date of interview and reminder of student tasks | 6 |
| Questions to Ask Your Business Host | Questions for students to ask their business representative during the interview. | 7 |
| Advance School Absence Notification | Notification to student's teachers and attendance office of absence. | 9 |
| Thank You Letter Format/Criteria | Completed by student after the career interview. | 10 |
| Student Observations/Evaluation Report | Student observations and evaluation of their interviewing experience. | 11 |

SAMPLE**Career Interview
STUDENT ASSIGNMENT**

TO: _____
(Name of Student)

FROM: _____ (Phone #) _____
(Name of Work Site Learning Coordinator)

DATE: _____

SUBJECT: **CAREER INTERVIEW ASSIGNMENT**

Your career interview is scheduled on: _____
from _____ (a.m./p.m.) to _____ (a.m./p.m.)
with _____
(Name of Business)

Your contact person at the site will be _____. His/her phone # is _____.
Business address is _____.

Please call and confirm the above arrangements with the business person above. You may choose to use the following phone script.

"May I speak with _____, please?
Hi, my name is _____, calling from _____ School
to confirm my career interview appointment on
(day of week) _____, from _____ to _____
(month and day) (beginning time to end time).
Thank you and I look forward to meeting you."

OR, if your contact person is not available, ask if you can leave a message and leave the same information written above.

You do **not** need to leave a telephone number. If they ask for a number, give them the phone number of the Work Based Learning Coordinator. You can also let the person know that there is no need for your host to call you back.

| FORMS TO BE COMPLETED | |
|--|--|
| PRIOR TO CAREER INTERVIEW | FOLLOWING THE CAREER INTERVIEW |
| <input type="checkbox"/> Obtain Copy of Questions | <input type="checkbox"/> Observation/Evaluation Report |
| <input type="checkbox"/> Advance Absence | <input type="checkbox"/> Thank You Letter |
| <input type="checkbox"/> Confirmation Call to Business | <input type="checkbox"/> Class Presentation -if required |
| <input type="checkbox"/> | <input type="checkbox"/> |

SAMPLE

Career Interview
QUESTIONS TO ASK YOUR BUSINESS HOST

| |
|----------------------------------|
| Student Name _____ |
| Name of Person Interviewed _____ |
| Name of Business _____ |
| Date of Interview _____ |

The following guidelines should help you to get the most out of your career interview experience. You should try to ask as many of these questions as possible, but feel free to ask other questions that might also be appropriate .

1. What is the primary mission of this organization? _____

2. What are the responsibilities of your department? _____

3. What are your responsibilities? _____

4. How does your job relate to the overall organization? _____

5. What other people do you work most closely with? _____

6. Are computers used on the job? If so, in what capacity? _____

7. What type of education and/or training does one need to do the job? What type of education/training you had? _____

8. How did you decide to do this type of work? _____

Page 2

9. What do you see as the demand for jobs like yours in the future? _____

10. What do like *most* about your job? _____

11. What do you like *least* about your job? _____

12. What is the salary ranges for someone working in this field? (What is a typical starting salary?) _____

13. What basic skills do I need to get in high school? _____

14. Do you have any advice for me as I consider career options? _____

15. Anything else that you find interesting! _____

_____ has successfully completed a career interview with me today.
 Student Name

_____ Title _____
 Business Person's Name

_____ Organization _____
 Date

NOTE: Complete and return to coordinator. Must be signed by Business Person.

SAMPLE

Career Interview

ADVANCE SCHOOL ABSENCE NOTIFICATION

This is to notify you that _____ will be excused from school on
(Name of Student)

_____ to participate in a Career Interview. This is to be treated as a work based learning
(Time and Date)

experience. The student agrees to arrange for make-up work prior to the interview.

Career Interview Location _____ Date _____ Time _____

PLEASE SIGN BELOW TO INDICATE THAT YOU HAVE BEEN NOTIFIED.

(Attendance Office)

(Work Based Learning Coordinator)

| TEACHER'S SIGNATURE | SUBJECT | Makeup Required | |
|---------------------|---------|-----------------|----|
| | | YES | NO |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |

NOTE: Return to Coordinator

SAMPLE

Career Interview THANK YOU LETTER FORMAT/CRITERIA

Remember that writing a thank you letter to the individual you interviewed is very important to the success of our program. Write your letter and prepare an envelope the same night that you do your interview. It is important to return your note to the Work Based Learning Coordinator the following day.

When you write your letter remember to do the following:

1. Be neat.
2. Watch your spelling.
3. Begin your letter with a sentence that specifically thanks the employer for allowing you to spend time at his/her place of work. For example, "Thank you for taking time out of your schedule to meet with me yesterday."
4. State something specific that you learned or enjoyed during the interview. For example, "I learned a great deal about how an engineer uses computers and I really enjoyed taking a tour of the facility."

SAMPLE THANK YOU LETTER

March 1, 20__

Name
Title
Company
Street Address
City/State/Zip

Dear Mr. _____:

Thank you for giving me the opportunity to interview you yesterday. I realize that this took time away from your regular responsibilities, and I am most grateful for all the information that you were able to provide regarding your job at ACME.

Last evening, as I shared my experiences with my friends and family, I became more convinced that the field of accounting is the correct field for me. My math, organizational and computer skills are right in line with the skills and abilities needed in the accounting field. I plan to take more computer classes next trimester as you suggested.

Now that I am convinced that the Business & Management CAM Endorsement area and the accounting field should be my focus, I will be able to set some goals for my education plan. Again, thank you for your part in enabling me to plan for my future.

Sincerely,

Your Name
Address
City/ State/Zip

Use your own words and personalize your letter for your situation.

SAMPLE

Career Interview
STUDENT OBSERVATIONS/EVALUATION

Work Site _____ Student _____

Business Person Interviewed _____

Department _____ Date _____

Time Reported in for Interview _____

Time Reported out after the Interview _____

1. What was the position of the person you interviewed? _____

2. Was he/she prepared for your visit? _____

3. How would you rate your career interviewing experience?

☐ Excellent

☐ Good

☐ Not Very Good

4. Describe your experience _____

5. Write down one interesting thing you learned _____

6. What skills are necessary to work in the job you interviewed? _____

7. What kind of training/education is necessary to work in this job? _____

8. Did the experience change your mind about your career plans?

☐ Yes

☐ No

9.. Comments: _____

NOTE: Return to your Work Based Learning Coordinator

C. JOB SHADOWING

Overview

Job shadows involve student visits to a variety of work places, during which time students observe and ask questions of individual workers. This is a one-on-one experience and is one of the most popular work based learning activities because it provides students with opportunities to gather information on a wide variety of career possibilities before deciding where they want to focus their attention.

Classroom exercises conducted prior to and following the job shadow are designed to help students connect their experience to their course work and relate the visits directly to career pathways, related skills requirements, all aspects of an industry, and postsecondary education options. The purpose of the student's research and writing is the school connection. In some areas, students are asked to contact the "employer" to confirm the appointment. Usually the WBL coordinator has made the appointment, and secured the appropriate authorizations from parents, school and employer.

Evaluation. It is customary to have the student identify the job, research the pay, nature of the job, what he/she expects to get from the experience and then, following the experience, to write about the experience he/she had during the shadowing. The school personnel (classroom teachers and/or WBL coordinator) responsible for the student's involvement in the job shadowing experience should provide structured school site activities that connect the student's experience at the job-site with learning at school.

Legal Issues. All state and federal child labor laws must be followed for learners under the age of 18. These requirements are defined in this manual, *Part IX - Nebraska Work- Based Learning Legal Issues Guide*.

Insurance. The following insurance considerations should be understood by parents, school administrators and employers:

- *Health/Life Insurance* - provided by student's family; however, employers are responsible for offering coverage for students in paid work site learning experiences if similarly classified employees are eligible for these benefits.
- *Automobile Accident Insurance* - provided by the student/parent (for travel to and from work site) unless transportation is provided by the district.
- *Accident/Liability Insurance* - Insurance for personal injury or property damage should be carried by the employer, school district, and family. Additional liability (malpractice) insurance may be advisable in the health care field.
- *Worker's Compensation* - Students participating in paid work site experiences are covered by worker's compensation and may be covered by the school district's policy or the employer. Students participating in non-paid work site experiences are not covered by worker's compensation, but if injured at the work site may be covered by the school district or businesses's liability insurance and/or their family insurance
- *Medical Treatment Waiver.* Parents sign a waiver for student's participation in a work site learning experience.

Sources of Funding. Possible sources of funding for job shadowing experiences include: local schools, the Nebraska Department of Education, Career and Technical Education, Tech Prep, School-to-Careers, Educational Service Units, local business and industry partner, etc.

Time Commitment. It is a short-term experience (usually 4-8 hours at the "employer's" work site) and can take place from the 7th through 12th grade, although the earlier the shadowing begins the better.

Training Agreement/Training Plan. Agreements are signed by the student, parents, school coordinator, and employer that outline the responsibilities of all parties and describe the school site and work site competencies to be attained.

Transportation. Students and parents should provide transportation. In some cases, the school or school district may make transportation arrangements for students to and from the work site.

Wages. Student are not paid for participating in job shadowing experiences.

| Setting Up a Job Shadowing Experience | |
|---------------------------------------|--|
| 1. Identifying Host Sites | The first step in setting up a shadowing experience is finding employers who are willing to host students. Many districts mail interest forms to different organizations within the community to establish a pool of possible sites. Students may also identify possible sites on their own or with the help of parents. For more detailed information on this subject, see the <i>Marketing and Work Site Development Guide</i> , Part III in this manual. |
| 2. Making Appointments | For many students, contacting the organization and setting up dates and times to visit can be a valuable part of the learning experience. If the student already has a contact within the organization, encourage him or her to make connections through that person. If necessary, provide the student with the name and number of a contact person. Make sure that the program coordinator is aware of the arrangements that have been made. |
| 3. Confirming Plans | Students should contact the host to confirm arrangements and answer any questions about job shadowing. |
| 4. Preparing Students | <p>Students need to be thoroughly prepared before they go out on a job shadow. In addition to classroom preparation that focuses on research and exploration, there are practical concerns to be addressed as well. Many districts provide students with job shadow kits that contain a combination of the following:</p> <p>Permission slips. Your district may require a variety of permission slips for activities which take students off school property. Permission slips are the most effective means of making sure that students, parents and teachers are informed about the activity.</p> <p>Parents—Parents should know where their children are going and why. Some districts include permission slips at the end of an informative letter about the job shadow experience. Permission slips should also cover transportation needs and medical emergencies.</p> <p>Teachers—Students should also be given a form on which each of their teachers can indicate that they have been informed about missed class time and provide instructions for make-up work.</p> <p>Outline of dress and behavior expectations. While the classroom preparation for career exploration activities usually covers this information, it never hurts to reinforce the message that dress and behavior standards in the workplace are different than those at school. Remind students that they are representing the program and the school, as well as themselves. The coordinator should be aware of the dress code at each work site and discuss appropriate attire with students. Students should also be informed about sexual harassment issues.</p> <p>Questions to ask during the visit. Students won't always know what questions to ask of their host. It may be helpful to provide students with a list of questions about career opportunities, educational requirements and job descriptions. These questions may also be used as research information in a follow-up activity or as the foundation for further exploration.</p> <p>Thank you letter instructions. A thank you letter to the job shadow host is very important. Many districts provide students with a sample thank you letter to use as a model. Encourage students to include at least one thing they learned or one classroom lesson that was reinforced during the visit. Thank you letters should be reviewed by a teacher prior to being sent to ensure grammatical correctness, etc. (Perhaps as part of a class assignment).</p> <p>Evaluation materials. Ask students to evaluate their shadowing experiences. Evaluations can also be included as part of a follow-up activity in which students write or talk about their experiences.</p> |

Setting Up a Job Shadowing Experience

5. Preparing Employers

Employers must be thoroughly prepared for the job shadowing experience. Make sure that employers are aware of everything that they are expected to do. Many districts prepare a handbook for employers which contains a combination of the following:

An overview of legal responsibilities. Although the job shadow is less complicated legally than other work based learning activities, there are still some legal issues that employers should be aware of. Make sure job shadow hosts understand potential liabilities in advance.

Instructions for working with young people. Many professionals are unaccustomed to the unique challenges of communicating and working with young people. Remind hosts that they may be faced with student attitudes and expectations that may seem unrealistic in the workplace. Encourage hosts to provide as many active learning experiences as possible.

Activity suggestions. If time allows, hosts should conduct mock interviews as a means of making the experience realistic for students. Hosts should also try to give students as accurate representation of the day-to-day activities of the work site by following their normal routines as much as possible.

Use of basic skills. Encourage employers to emphasize the ways in which mathematics, language, science, writing, listening and interpersonal skills are used in the workplace.

Checklist. Employers will probably find a checklist very useful. Checklist items might include: arranging parking, assigning hosts to individual students, preparing to interview students, collecting company brochures to give to students and informing other members of the organization about impending activities.

Copies of student questions. Help employers to be better prepared by letting them know what kinds of questions students will be asking.

Evaluation materials. Employer response to the job shadow program is essential for maintaining a successful operation. Provide employers with forms on which they can evaluate student participation, as well as the program itself.

6. Connecting the Classroom to the Work Site

It is important to make the job shadowing experience meaningful by connecting it to classroom learning. Connecting activities can take place at all stages of the shadowing experience.

Pre-experience Activities

- ◆ Students research the general career fields and specific organizations in which they will be shadowing
- ◆ Students write about their preconceptions and expectations for the job shadow
- ◆ Students prepare questions to ask their hosts based on their research and writing
- ◆ Students and teachers discuss professional standards for behavior and dress
- ◆ Teachers emphasize practical applications of the concepts and skills they teach in class

On-site Activities

- ◆ Students ask hosts about the ways in which different academic subjects relate to their work
- ◆ Students observe practical applications of academic concepts
- ◆ Students ask hosts about their career paths and suggestions they have for others who are interested in the field

Post-experience Activities

- ◆ Students write about the differences between their expectations and the realities of the workplace
- ◆ Students and teachers discuss the connections they see between classroom learning and the workplace
- ◆ Students write, revise, and send thank you letters to employers
- ◆ Students continue their career research in light of what they have learned during the job shadow experience

Nebraska Success Stories

EMPLOYMENT IN AGRICULTURE

Description. During the first semester of the school year, the students in the Employment in Agriculture class at Bloomfield High School were involved in a job-shadowing project. These students went out during school time and observed a business in the community. In almost every case, the students actually did some of the work by the end of their time in the business.

The program was set up so that the students go to the business during the Employment in Agriculture class which is approximately 45 minutes per day. They all had permission forms from their parents to allow them to drive or ride with another student. They went out for four days a week, Monday through Thursday, for four weeks, a total of seventeen days. On Fridays they came back to the classroom to discuss what they had learned.

This program involved eighteen students in fifteen different businesses. The businesses were mostly agricultural in nature and included farm co-ops, implement dealers, a newspaper, a florist, a veterinarian, an insurance office, a hardware store, and two government agencies. The students had some choice as to which business they wanted, although this was limited by the number of businesses participating and the fact that several businesses requested particular students.

The program received excellent marks from both the students and the businesses. The biggest criticism was that the students were not in the business for a long enough time period during the day. They would start a project, but would rarely be able to finish it in the time allotted. On the whole, however, it was a very positive experience for the students and will probably be tried again in some form.

Program Areas. Agriculture Education

Grade Level. 10 - 12th Grades

Contact. Brent Boettcher, Bloomfield Community Schools, PO Box 308, Bloomfield, NE 68718, (402) 373-4800.

SENIOR JOB SHADOW PROJECT

Description. The goals for the Senior Job Shadow Project are to provide the student with the opportunity to explore an actual job shadowing experience, to research a prospective career, to demonstrate essential communications skills and to practice letter-writing skills for job application purposes.

These are the components for the Career Unit: 1) interview with the Guidance Counselor to help choose a job shadow site and phone that career professional, 2) write a confirmation letter that is sent to the career professional, 3) write a letter of application, 4) update resume, 5) prepare an interview questionnaire for Job Shadow, 6) complete Job Shadow Experience, 7) write a thank-you letter to the career professional, 8) complete the following letters as classroom assignment only: letter of acceptance, letter declining offer, follow-up letter to a rejection, 9) complete two career video summaries or speaker summaries, 10) give an oral presentation detailing Job Shadowing experience, 11) complete unit evaluation, and 12) Guidance Counselor creates a portfolio check to keep a copy of each component in the file for further use.

Early in the year, the seniors are asked to choose a workplace that they would be interested in spending a day job shadowing a career professional. The next step was to phone that person (only 2 out of 42 declined on the first call!). They followed up the phone call with a confirmation letter to the career professional. A list of questions was prepared to ask the career professional. The students spent class time writing additional letters that would be used when applying for a position, either watching career videos or listening to career speakers and completing summaries of the video or speaker. All students were sent out on the same day, only one student per business, and went to businesses in Omaha, Norfolk, Yankton, and Hartington. The students who went to different towns seemed to have a more rewarding experience. Upon completion of the Job Shadow, the students presented a 10-15 minute summary of their experiences to their classmates.

Program Areas. Careers/Guidance, English

Grade Level. 12th Grade

Contact. Krista Dybdal, Cedar Catholic High School, 401 South Broadway, Hartington, NE 68739, (402) 254-3906.

Sample Forms for Job Shadowing

| TITLE | DESCRIPTION | PAGE # |
|---|---|--------|
| Work Based Learning (WBL) Training Agreement | Agreement signed by the student, parents, school coordinator, and employer that spells out the responsibilities of all parties. | 18 |
| Insurance and Emergency Information | Insurance, medical, and family information for student. | 19 |
| Shadowing Training Agreement | Clarifies the agreed upon responsibilities of the student, parent, school, and employer in carrying out the job shadowing experience. | 20 |
| Shadowing Training Plan | Describes the student competencies resulting from the shadowing experience. | 21 |
| Parent Information Letter | Sent by WBL coordinator informing parents of child's participation. | 22 |
| Business Participation Form | Recruitment flier to be sent to businesses by WBL coordinator | 23 |
| Student Assignment | Time and date of job shadowing and reminder of student tasks. | 24 |
| Questions to Ask Business Host | Questions for students to ask their business host during the job shadowing experience. | 25 |
| Advance Absence Notification | Notification to student's teachers and attendance office of absence. | 27 |
| Activities for Business Host | Suggested activities/materials to cover during the job shadow. | 28 |
| Business Host Evaluation | Business host evaluation of the program and student who shadowed. | 29 |
| Thank You Letter Criteria | Completed by student after the job shadowing experience. | 30 |
| Student Observation/ Evaluation Report | Student observations and evaluation of their job shadowing experience. | 31 |
| List of Program Participants | Record of students participating in job shadowing program. | 32 |
| Coordinator Site Visits | Record of coordinator site visits. | 33 |
| Business Host Set up Request | Teacher request to work based learning coordinator to set up job shadowing. | 34 |

SAMPLE**WORK BASED LEARNING (WBL)
TRAINING AGREEMENT**

Student Name: _____ Telephone: _____
Street: _____ Date of Birth: _____ Social Security #: _____

City: _____ State: _____ Zip: _____

Parent's Name: _____ Address: _____ State: _____ Zip: _____

Employer Name: _____ Telephone: _____

Employer Address: _____

Days per Week: _____ Hours per Day: _____ Hours _____ A.M. and _____ P.M.

School Name: _____ School Location: _____

Career Cluster: _____ Training/Occupation Title: _____

Work based Learning Activity: (Check all that apply)

- | | | |
|--|---|--|
| <input type="checkbox"/> Youth Apprenticeship | <input type="checkbox"/> Field Trip | <input type="checkbox"/> Service Learning Projects |
| <input type="checkbox"/> Preapprenticeship | <input type="checkbox"/> Internship/Practicum | <input type="checkbox"/> WECEP |
| <input type="checkbox"/> Registered Apprenticeship | <input type="checkbox"/> Job Shadowing | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Clinical Work Experience | <input type="checkbox"/> Mentorship | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Cooperative Education | <input type="checkbox"/> Part Time Work | <input type="checkbox"/> Other _____ |

EMPLOYER'S RESPONSIBILITIES. The employer agrees to place the student learner in the activity specified above for the purpose of providing occupational experience of instructional value. The activity will be under the supervision of a qualified supervisor and will be performed under safe and hazard free conditions. The trainee will receive the same consideration given employees with regard to safety, health, social security, general work conditions and other policies and procedures of the firm. Safety instruction will be coordinated by the school and correlated by the employer. The employer will adhere to all State and Federal Regulations regarding employment, child labor laws and minimum wages, and will not discriminate in employment policies, educational programs or activities for reasons of race, sex, color, religion, national origin, marital status, age or handicap. The student learner will not displace a regular worker.

WBL COORDINATOR'S RESPONSIBILITIES. The WBL coordinator agrees to work with the employer in developing a written training plan that includes progressive work processes to be performed on the job. The coordinator will visit each student learner at the training station and continue a close working relationship with the person to whom the student learner is responsible while on the job. The coordinator shall attempt to resolve any complaints through the cooperative efforts of all parties concerned. The coordinator will meet with each student learner's parent and/or guardian prior to placement and during the school year. The local education office and employer will keep each student learner's Training Agreement on file for three (3) years.

PARENT'S/GUARDIAN'S RESPONSIBILITIES. Parent and/or guardian agree for the student to participate in a WBL opportunity provided by the public schools.

STUDENT'S RESPONSIBILITIES. The student learner is enrolled in a WBL course of study and agrees to follow rules and guidelines established by the school, employer and WBL coordinator with regard to hours of work, school attendance and reporting procedures.

HAZARDOUS OCCUPATIONS EXCEPTION. Will the student be involved in a hazardous occupation as defined under the Federal Child Labor guidelines? _____ YES _____ NO (If yes, the **Student Learner Exemption Agreement** must be completed.)

Parents agree to arrange transportation for their child to and from the work site. By signing this form they are giving permission for their child to receive emergency medical treatment in case of injury or illness. They also understand that school personnel will not be present when the student is at the site and will not be responsible for their child. All signatories agree to comply with the responsibilities specified in the training agreement.

Student Date _____

WBL Coordinator Date _____

Parent or Guardian Date _____

Employer Date _____

Employer's Insurance Carrier

Carrier's Contact Person

SAMPLE**WORK BASED LEARNING (WBL)
INSURANCE AND EMERGENCY INFORMATION****PERSONAL DATA**

Student's Name _____ Birth Date _____

Student's Home Address _____ City _____ State _____ Zip _____

Student's Social Security Number _____ Home Phone _____

School Name _____ Address _____ Phone _____

INSURANCE COVERAGE

| <u>Insurance Coverage</u> | <u>Yes/No</u> | <u>Family</u> | <u>School</u> | <u>Employer</u> |
|---------------------------|---------------|---------------|---------------|-----------------|
| Liability and/or Bonding | _____ | _____ | _____ | _____ |
| Workers' Compensation | _____ | _____ | _____ | _____ |
| Health/Accident | _____ | _____ | _____ | _____ |

Name of H/A Ins. Co. _____ Insured _____ Policy # _____

NOTE: Please identify who is providing coverage by placing an (X) in the appropriate box.

STUDENT MEDICAL INFORMATION

List medical information about the student that would be helpful in case of an emergency.

Allergic to medications? _____ YES _____ NO

If yes, what medications? _____

List any allergies or other medical problems of the student. _____

FAMILY INFORMATION

Parent/Guardian Name _____ Work Phone _____

Work Name/Address _____

Parent/Guardian Name _____ Work Phone _____

Work Name/Address _____

Parent/Guardian Home Address _____ Home Phone _____

Emergency Contact _____ Phone _____

SIGNATURES

I consent for my child to receive emergency medical treatment in case of injury or illness. The information provided is accurate to the best of my knowledge.

Parent/Guardian's Signature _____ Date _____

Student's Signature _____ Date _____

Note: This form should be kept on file at school. If the student is participating in a WBL activity, a copy should also be on file at the work site

SAMPLE**Job Shadowing
TRAINING AGREEMENT**

Learning about business is simpler for students who, through observation or otherwise, gain an understanding of how the world of business works. Businesses have offered students opportunities to visit to gain an understanding of what a typical business day is like for workers and how they accomplish their work. Each business has a person who is knowledgeable and will be the student's host. **School personnel may not have visited the business site, may not have met the hosts, will not be present when student is at the site, and will not supervise the visits.** Students will shadow their hosts for part or all of the day. In order to take part in the program, students must complete and return this agreement.

Shadowing Student's Name _____ SS # _____ Age _____
Address _____ City _____ State _____ Zip _____
Home Phone _____ Date of Birth _____ Grade Level _____
WBL Coordinator _____ Phone # _____
School _____
Parent Guardian _____ Phone # _____

Job Shadow Site _____ **Phone #** _____ **Address** _____
Date of your visit _____ **Time** _____ **am/pm to** _____ **am/pm**
Travel arrangements _____

ALL PARTIES JOINTLY AGREE TO THE FOLLOWING

1. There will be **no** monetary compensation for participation in the shadowing program.
2. Experience shall be at a business/industry site directly related to the occupational interest expressed by the student.
3. Student is responsible for contacting their host to confirm the date and time of the visit.
4. The parent or guardian shall be responsible to the school for the conduct of the student participating in the program.
5. Safety instruction will be provided by the employer.
6. Appropriate accident, liability, and worker's compensation insurance coverage will be provided.
7. This agreement may be terminated after consultation with the coordinator, for due cause, or for unforeseen business conditions.
8. The shadowing site shall conform with all Federal, State, and local labor laws while providing the student with a variety of observation experiences.
9. The shadowing site shall provide an evaluation of the student after the experience.
10. The student will remain at the shadowing site for the identified minimum of time.
11. The parent or guardian will provide transportation for the student to and from the shadowing agency.
12. Students will be accepted and be assigned to shadowing sits without regard to race, color, national origin, sex, handicap, or disadvantage.

SIGNATURES

I give permission for my son/daughter to be released from school to visit the site listed above for the purpose of job shadowing and agree with the travel arrangements listed. I understand that school personnel may not have visited the site, may not have met the host, will not be present when student is at the site, and will not supervise the visits.

Parent/Guardian _____ Date _____

Student _____ Date _____

Coordinator _____ Date _____

Employer _____ Date _____

Return this form with all signatures at least 5 days before your visit so you will be cleared with attendance.

SAMPLE**Job Shadowing
TRAINING PLAN**

Student Name _____ Social Security # _____ Age _____

Home Address _____ Home Phone _____ Birth Date _____

Student's Career Objective _____

Work Based Learning Coordinator _____ Phone _____

School/Address _____

COMPETENCIES TO BE DEVELOPED

(List competencies the student will need to complete.)

| COMPETENCY | Date of Evaluation |
|------------|--------------------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |

SIGNATURES

Instructor's Signature _____ Date _____

Student's Signature _____ Date _____

NOTE: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.

SAMPLE

Job Shadowing
PARENT INFORMATION LETTER
(Sent on school letterhead)

Date

Dear Parent:

As we enter the 21st Century it is apparent that the community will become a very important learning resource for our students. Next semester your son or daughter will experience a job shadow opportunity in a local business as part of his/her classroom requirement.

The information gleaned from this experience should relate to the course work and will be shared with other students through oral or written reports—assignments designed by the classroom teacher. Students will develop interview skills as they apply for the job shadow opportunity. The shadow experience should be a minimum of three hours.

Both the interview and the job shadow opportunity may take place after school, if most convenient, or the student may be excused from morning or afternoon classes to take part in this activity. Please discuss transportation with your son or daughter. If transportation is a problem, the student should confer with our staff for solutions. Expanded community-based learning opportunities are available later in the school year if your son or daughter is interest in them—including internships, senior projects, mentoring, and other structured work experiences.

Please call our office if you have any further questions. (000-000-0000)

Sincerely,

Name

Title

SAMPLE**Job Shadowing
BUSINESS PARTICIPATION FORM**

Background. Students from _____ School are participating in a job shadow program. Job shadows are part of a career exploration program aimed at better preparing our students for the work force of the 21st Century. We hope to make classroom learning more relevant to what goes on in the "real world".

What is a Job Shadow. A job shadow is an opportunity for a student to spend approximately three hours with one or more employees at a business, non-profit organization or government agency. The objective is to provide the student with a opportunity to learn as much as possible from a person working at a job in which he/she has expressed an interest. By "shadowing" a worker, the student will get a first-hand perspective of what adults do in the world of work. Additionally, the student will better understand the process of career exploration.

During a job shadow, host businesses are encouraged to perform their normal work activities with a willingness to talk to students about their work and its significance in the organization. Students will be encouraged to ask questions of their host employer(s) such as "What do you like about your job?" Or "What kind of training do you need?" Students will not be expected to do "real work", they are there to **observe only**.

It is important to note that your willingness to accept a student into your world will be a big boost for his/her self-esteem. For many students this job shadow will be their first entry into the "real world" as well as the first time they leave their "comfort zone".

Expectations of Business Host

- ◆ Accept a phone call from the Work Based Learning Coordinator to confirm a job shadow appointment with you.
- ◆ Simply be yourself and let the student observe you at work. Explain the important aspects of your job and how you relate to others in the organization. Answer the student's questions as best you can.
- ◆ Complete a brief evaluation of the job shadow experience (5 minute questionnaire).

Expectations of Students

- ◆ Check with the Work Based Learning Coordinator to confirm job site location and appointment.
- ◆ Arrange transportation to and from job shadow site.
- ◆ Dress appropriately. Ask relevant questions of host business and report back using designated form. Obtain signature of employer to verify the experience. Thank business person.

Other Information. Students are on a limited time schedule. They will be excused from school for time spent on the job shadow and time traveling to and from the work site. Job shadows are to be completed Monday through Friday from 8-4.

How Do I Get Involved? Simple fill out the following form and return to the Work Based Learning Coordinator at _____ School, address, city, state, zip or call 000-000-000 or FAX 000-000-000. A FAX would be greatly appreciated.

☐ **YES!** My business/organization is interested in participating in the _____ School Job Shadowing Program.

Company Name _____ Type of Business _____

Contact Person _____ Address _____ Phone _____

Brief Description of Your Job _____

Brief Description of Your Organization _____

I would prefer to host a student(s) during: _____ morning (8-12) _____ afternoon (12-4) _____ weekday (M,T,W,Th,F)

Best time to call _____ weekend (Sat, Sun)

Other people from my organization who might be interested in participating _____

☐ Our business has not been cited for State or Federal safety and health violations during the past five years.

SAMPLE**Job Shadowing
STUDENT ASSIGNMENT**

TO: _____
(Name of Student)

FROM: _____ (Phone #) _____
(Name of Work Site Learning Coordinator)

DATE: _____

SUBJECT: **JOB SHADOWING ASSIGNMENT**

Your job shadowing experience is scheduled on: _____
from _____ (a.m./p.m.) to _____ (a.m./p.m.)
with _____
(Name of Business)

Your contact person at the site will be _____. His/her phone # is _____.
Business address is _____.

Please call and confirm the above arrangements with the business person above. You may choose to use the following phone script.

"May I speak with _____, please?
Hi, my name is _____, calling from _____ School
to confirm my Job Shadowing appointment on
_____, _____, from _____ to _____.
(day of week) (month and day) (beginning time to end time)
Thank you and I look forward to meeting you."

OR, if your contact person is not available, ask if you can leave a message and leave the same information written above.

You do **not** need to leave a telephone number. If they ask for a number, give them the phone number of the Work based Learning Coordinator. You can also let the person know that there is no need for your host to call you back.

| FORMS TO BE COMPLETED | | | |
|--|--|--|---|
| PRIOR TO JOB SHADOWING | | FOLLOWING THE JOB SHADOWING | |
| <input type="checkbox"/> WBL Training Agreement | <input type="checkbox"/> Obtain Copy of Questions | <input type="checkbox"/> Observation/Evaluation Rep. | <input type="checkbox"/> Thank You Letter |
| <input type="checkbox"/> Job Shadowing Agreement | <input type="checkbox"/> Advance Absence | <input type="checkbox"/> Class Presentation -if required | <input type="checkbox"/> |
| <input type="checkbox"/> Training Plan | <input type="checkbox"/> Confirmation Call to Business | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | |

| FORMS TO BE COMPLETED | | | |
|---|--------------------------|--|--|
| <input type="checkbox"/> Insurance/Emergency Info | <input type="checkbox"/> | | |

SAMPLE

**Job Shadowing
QUESTIONS TO ASK YOUR BUSINESS HOST**

Student Name _____

Business Host _____

Date of Job Shadow _____

The following guidelines should help you to get the most out of your job shadow experience. You should try to ask as many of these questions as possible, but feel free to ask other questions that might also be appropriate .

1. What is the primary mission of this organization? _____

2. What are the responsibilities of your department? _____

3. What are your responsibilities? _____

4. How does your job relate to the overall organization? _____

5. What other people do you work most closely with? _____

6. Are computers used on the job? If so, in what capacity? _____

7. What type of education and/or training does one need to do the job? What type of education/training you had?

8. How did you decide to do this type of work? _____

Page 2

9. What do you see as the demand for jobs like yours in the future? _____

10. What do like *most* about your job? _____

11. What do you like *least* about your job? _____

12. What is the salary ranges for someone working in this field? (What is a typical starting salary?) _____

13. What basic skills do I need to get in high school? _____

14. Do you have any advice for me as I consider career options? _____

15. Anything else that you find interesting! _____

_____ has successfully completed a job shadow with me today.
Student Name

Business Host

Title

Date

Organization

NOTE: Complete and return to coordinator. Must be signed by Business Host.

SAMPLE

Job Shadowing
ADVANCE SCHOOL ABSENCE NOTIFICATION

This is to notify you that _____ will be excused from school on
(Name of Student)

_____ to participate in Job Shadowing. This is to be treated as a work based learning

experience. The student agrees to arrange for make-up work prior to the job shadowing.

Job Shadow Location _____ Date _____ Time _____

PLEASE SIGN BELOW TO INDICATE THAT YOU HAVE BEEN NOTIFIED.

(Attendance Office) (Work Based Learning Coordinator)

| TEACHER'S SIGNATURE | SUBJECT | Makeup Required | |
|---------------------|---------|-----------------|----|
| | | YES | NO |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |

NOTE: Return to Coordinator

SAMPLE

Job Shadowing
SUGGESTED ACTIVITIES FOR BUSINESS HOST

Name_____ Home Phone_____

School_____ School Phone_____

Coordinator_____

Shadowing Agency_____

Shadowing Supervisor_____

Shadowing Occupation_____

SUGGESTED ACTIVITIES

1. Introduce the student to the staff.
2. Explain the occupation being observed.
3. Tour the facility (if possible/practical).
4. Create a small activity for the student to perform which is related to the career. This activity could be planned in advance of the student's arrival.
5. Expose the student to the same routine a new employee would experience.
6. Answer questions that the student has regarding the job.

OFFER ANSWERS TO THE FOLLOWING QUESTIONS

1. Describe the employee's occupation. (What are his/her duties?)
2. Describe the working conditions associated with the employee's position (i.e., physical working conditions, amount of overtime required, stress level, amount of responsibility, amount of travel required, etc.).
3. What is the employee's educational background? What school subjects does he/she feel would be most helpful to prepare for this position?
4. What does the employee enjoy most about this position?
5. What does the employee find most difficult, stressful, etc., about this position?
6. What recommendations would the employee offer to someone who is interested in entering a similar position?
7. In the employee's opinion, what type of attitude, personality traits, or personal characteristics are important in order to be successful in his/her career field?
8. What opportunities are there for advancement in this career field?
9. Describe this employee's role in supervision.
10. What are the starting salaries and educational requirements at this company for persons who hold positions similar to the one that the student is observing today?
11. What does this company do to encourage its employees to continue their education?
12. What are some good ways for the student to find out about this career?

NOTE: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.

SAMPLE**Job Shadowing
BUSINESS HOST EVALUATION**

Thank you for participating in the Job Shadowing Program and hosting a high school student. In an effort to improve the Job Shadowing experience for employers and students we would appreciate you completing this evaluation.

Company Name: _____
Employee Name/Title: _____
Student Name: _____

1. Please indicate the level of job interest demonstrated by the student.

- | | |
|--|--|
| <input type="checkbox"/> Not interested | <input type="checkbox"/> Moderately uninterested |
| <input type="checkbox"/> Somewhat interested | <input type="checkbox"/> Very interested |

2. Did the student ask questions directly related to the application of skills required for the job?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

3. Did the student ask questions about training/education required to perform the job?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

4. Did the student have the opportunity to interact with more than one individual during the Job Shadowing experience?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

5. Did the student dress appropriately for the environment in which the Job Shadowing took place?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

6. Please comment on the amount of time that was required for the Job Shadowing experience:

Days: _____ Hours: _____

- | | | |
|-----------------------------------|--------------------------------------|--|
| <input type="checkbox"/> Too long | <input type="checkbox"/> About right | <input type="checkbox"/> Not enough time |
|-----------------------------------|--------------------------------------|--|

7. What could have been done to help make the experience more meaningful for the student and/or the employers?

8. Would you participate in the Job Shadowing Program again?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

Comments _____

Return to: Work Based Learning Coordinator _____
School Address _____ City/State/Zip _____

SAMPLE

Job Shadowing THANK YOU LETTER FORMAT/CRITERIA

Remember that writing a thank you letter to your job shadow host is very important to the success of our program. Write your letter and prepare an envelope the same night that you do your job shadow. It is important to return your note to the Work Based Learning Coordinator the following day.

When you write your letter remember to do the following:

1. Be neat.
2. Watch your spelling.
3. Begin your letter with a sentence that specifically thanks the employer for allowing you to spend time at his/her place of work. For example, "Thank you for taking time out of your schedule to meet with me during my job shadow yesterday."
4. State something specific that you learned or enjoyed during the job shadow. For example, "I learned a great deal about how an engineer uses computers and I really enjoyed taking a tour of the facility."

SAMPLE THANK YOU LETTER

March 1, 20__

Name
Title
Company
Street Address
City/State/Zip

Dear Mr. _____:

Thank you for giving me the opportunity to shadow you yesterday. I realize that this took time away from your regular responsibilities, and I am most grateful for all the information that you were able to provide regarding your job at ACME.

Last evening, as I shared my experiences with my friends and family, I became more convinced that the field of accounting is the correct field for me. My math, organizational and computer skills are right in line with the skills and abilities needed in the accounting field. I plan to take more computer classes next trimester as you suggested.

Now that I am convinced that the Business & Management CAM Endorsement area and the accounting field should be my focus, I will be able to set some goals for my education plan. Again, thank you for your part in enabling me to plan for my future.

Sincerely,

Your Name
Address
City/ State/Zip

Use your own words and personalize your letter for your situation.

SAMPLE

**Job Shadowing
STUDENT OBSERVATIONS/EVALUATION**

Work Site _____ Student _____

Business Host _____

Department _____ Date _____

Time Reported in at Site _____

Time Reported out at Site _____

1. Who was your department supervisor? _____

2. Was he/she prepared for your visit? _____

3. How would you rate your job shadowing experience?

☐ Excellent

☐ Good

☐ Not Very Good

4. Describe your job shadowing experience _____

5. Write down one interesting thing you learned _____

6. What skills are necessary to work in the job you shadowed? _____

7. What kind of training/education is necessary to work in this job? _____

8. Did the experience change your mind about your career plans?

☐ Yes

☐ No

9.. Comments: _____

NOTE: Return to your Work Based Learning Coordinator

SAMPLE**Job Shadowing
LIST OF PROGRAM PARTICIPANTS**

Coordinator's Name _____

School _____

| Student's Name | Shadowing Site | Site Address | Telephone Number | Site Supervisor |
|-------------------|-------------------|-----------------|---------------------|--------------------|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |
| 6. | | | | |
| 7. | | | | |
| 8. | | | | |
| 9. | | | | |
| 10. | | | | |
| 11. | | | | |
| 12. | | | | |
| 13. | | | | |
| 14. | | | | |
| 15. | | | | |
| 16. | | | | |
| 17. | | | | |
| 18. | | | | |
| 19. | | | | |
| 20. | | | | |

SAMPLE

Job Shadowing SCHEDULE OF COORDINATOR SITE VISITS

Coordinator's Name _____
For the Period _____ 20__ to _____ 20__.
(Beginning) (Ending)

[illegible]

(Coordinator Signature)

SAMPLE**Job Shadowing
BUSINESS HOST SET UP REQUEST**

We are privileged to set up shadowing for your students. Please provide us with the following information:

Teacher Name _____ School _____
Class _____ Grade of Students _____
Date for Shadowing _____ 2nd Choice _____
Number of Students _____ Length of Time Allowed for Shadowing _____

Please attach a list of students and career interests to this request.

GUIDELINES

1. Request shadow arrangement at least 4 weeks in advance.
2. If you are setting a certain day aside, please keep in mind you may need to be flexible.
3. Have your students use NCIS to narrow down career interests first.
4. Help your students learn something about the business or career they are shadowing.
5. Help your students develop questions to ask at the business.
6. Have your students call the business to set up the time of arrival, date, and ask what clothing is appropriate.
7. Remind your students that their conduct reflects on their school, as well as their teacher, parents, and especially themselves. (They may want to work in the business in the future.!!)
8. Make sure your students understand they need to arrive at the business on time.
9. If your student is unable to fulfill the shadowing commitment either the student or someone from the school **MUST** call the business and the office to let them know.
10. Have your students write a thank you note to the business. Send one to the owner or manager and one to the person(s) who gave the tour, if they are different. (Remember the reason most people stop volunteering is because they are not thanked!!)
11. Have your students fill out and return the Student Observation/Evaluation Report.

AFTER RECEIVING YOUR REQUEST WE WILL

1. Call the businesses to line up shadowing arrangements.
2. Make every effort to return to you within 10 days a list of business contacts with whom your students can make shadowing appointments.
3. Survey the business contacts about their experience and send you copies of those surveys

MAIL REQUEST TO

Name _____
Work Based Learning Facilitator _____
Address _____
City/State/Zip _____
Phone _____

D. RESEARCH PAPERS/PROJECTS

Overview

Research papers/projects that focus on specific careers or class projects such as mock employment interviews and business simulations are an effective way of reinforcing other work based learning experiences and are often conducted in conjunction with other experiences such as job shadowing, career fairs, and field trips. They help student relate these experiences to career pathways, related skills requirements, all aspects of an industry, and postsecondary education options.

Nebraska Success Stories

AIRLINES FROM THE GROUND UP

Description. This course is a combined effort with the School to Work, Excel and Take Your Community to Work programs. In conjunction with these three aspects of preparing students for employment, a program has been developed between the Lincoln Public Schools and United Airlines.

Each semester 6-12 students are selected for a unique opportunity to interact with positive role models and gain skills in job preparedness and career choices. After the selection process, each student begins to develop his/her career portfolio through the Excel program. During this time they visit the Lincoln Municipal Airport for a variety of informational activities. This includes a tour of the airport, a number of meetings with United employees and a trip to United employment centers in Chicago and Denver. These visits with the station management, pilots, customer-service representatives, flight attendants and ramp personnel involve discussions on career opportunities and job preparedness for employment in the airline industry.

After completing all meetings, each student has an official job interview with local management. The students interviewing techniques and their portfolios are analyzed in regard to content and applicability. From this local interview the students are flown to United Corporate Offices in Chicago for a day tour and informational visit. The final step is a trip to the United employment center at Denver International Airport. During this trip, the students go through a second interview at the corporate level and the normal pre-employment procedures of the company. The portfolios are reevaluated by the employment representatives of United Airlines.

In addition, a booth is used at the airport for approximately one month to promote and display this partnership between Lincoln Public Schools and United Airlines. This includes photos, handouts, sample portfolios with students being at the booth to explain the program to the many visitors at the airport.

Program Areas. All Areas

Grade Level. 11 - 12th Grades

Contact. Barb Sahling, Lincoln Northeast High School, 2635 North 63rd Street, Lincoln, NE 68507, (402) 436-1303

APPLIED COMMUNICATION - MOCK INTERVIEWS

Description. Minatare High School students enrolled in Applied Communication take this course for a two-period block of 20 English credits. As a result, many rigorous communication and language skills are addressed; one of which is interviewing. To prepare for this experience, the students must create a resume and cover letter. The interview is then scheduled with research being completed on the appropriate career. The student must be dressed appropriately. The Program Director performs the interviewing with the student in a fictitious setting that is set to resemble that which would be likely to occur. The entire process is videotaped. Several students are assigned to complete evaluation forms regarding the interviewee's behavior, responses, appearance, and overall preparedness. They then vote to either hire or not hire the interviewee. Following the interview, within one-week's time, the student who was interviewed must watch the video of him/herself alone (or with the program director) and complete a self-evaluation. This is followed by a one-on-one conference with the director at which time strengths and weaknesses are addressed and a plan for future improvement developed.

The interview itself focuses, of course, on the career specified by the student. The actual interview lasts from 15 to 40 minutes depending on the development of the responses and objectives intended to be met. This safe practice—rather

than bringing in a human resource manager from an area business—allows the director to provide a wide-based experience for the interviewing students. Stereotypes, discrimination, and harassment occur (within the expected realm), along with inappropriate, illegal or unethical questioning. This creative approach facilitates the students's growth and maturity in that he/she is permitted to practice appropriate, mature responses to some of life's unpleasanties. In this setting, the student can have poor judgment, make bad choices, or be directly wrong with a very small price—as opposed to the actual job market when the livelihood of self or family is at stake. Students' self-confidence increases as they are able to learn independently of the instructor.

Program Areas. Careers/Guidance, English

Grade Level. 10 - 12th Grades

Contact. Sue Rorabaugh, Minatare High School, 1107 7th Street, Minatare, NE 69356, (308) 783-1733.

CAREER RESEARCH PROJECT

Description. Career Research Projects are an opportunity for students at Crofton High School to participate in an active work based learning event. As a part of the required English II curriculum, students use research and writing skills to study a career of their choice. A research paper is written using correct formats as studied in the class, along with a resume, letters of inquiry and application, and a thank you letter. These are placed in a portfolio for grading and future use by the student.

Each student then sets up a mock interview with an area business person who is actively involved with a related career. This is done during a non-school time. An evaluation is then returned by the interviewer.

Students also set up and complete a one-day job shadowing experience where they again work with someone in their chosen field. Students are given one school day to complete this assignment. A final report is made in essay form including likes, dislikes, job shadowing experiences, etc.

All students are required to take this class. This helps the school reach the goal of having students more "work ready" upon completion of their education.

Program Areas. Careers/Guidance, English

Grade Level . 11th Grade

Contact. Lisa Nissen and Peggy Anderson, Crofton Community School, N. Hwy. 21, Crofton, NE 68730, (402) 388-2440

MOCK CONGRESSIONAL HEARINGS

Description. The We The People (WTP) curriculum is used with the Differentiated Citizenship Issues class. This is a class for high school seniors. These students are mostly honors/gifted/talented students. The regular text is used during the study of the Constitution and Bill of Rights. As the students are advanced, the class is able to go far beyond the scope of the text. In fact, the material is used as a starting point of the nation's legal structure and legal traditions.

Sometime after Thanksgiving, preparation is made for the simulated congressional hearing, the culminating activity for the WTP program. This provides the students with an opportunity to demonstrate their knowledge and understanding of the Constitution and the Bill of Rights by "testifying" before an audience of members of the school community.

The class is divided into six units—each unit covering a specific topic related to the Constitution, Bill of Rights or the roles of the citizen in the democracy. Students spend about two weeks preparing responses for the three questions over their particular unit. At the competition, the members of each unit "testify" before a panel of judges, much like the testimony given before a senate committee. They "read" from a prepared statement for no more than four minutes. After that, the members must be prepared to answer questions from the judges.

"Mock" hearings are conducted. This gives the members a chance to practice before going to the district (congressional)

or the state competitions. Experts from the community—professors, lawyers, public officials and teachers are brought in. The students experience a first-hand view of many role models in law and government. Many graduates have careers in law, government and political science and are lawyers, congressional aides, etc.

Program Areas. Social Sciences

Grade Level. 12th Grade

Contact. Ted Larson, Southeast High School, 2930 S. 37th Street, Lincoln, NE 68506, (402) 436-1304.

MOCK TRIAL PROJECT

Description. Through the Mock Trial Project sponsored by the Nebraska State Bar Foundation, students are able to gain firsthand experience and knowledge about the legal system, court procedures, and the operation of the law. The project also helps to build bridges of cooperation, communication, respect, and support among the community, the school, and the legal profession. The students, attorneys, and judges work together to explore such controversial issues as freedom of religion, spousal abuse, and racism.

Mock Trial is a project of the Advanced Speech class at Ainsworth High School, as it helps students to speak, write, listen, read, and analyze. However, because students like to participate in Mock Trial year after year, the Project is open to a limited number of students outside the class. The participants are formed into teams, fill the role of either attorney or witness, and compete against teams from other schools in district, regional, and state tournaments. Mock Trial helps to promote positive academic achievement and an appreciation for the diligence, perseverance, and hard work necessary to become a member of the legal profession.

Program Areas. Language Arts, Social Sciences

Grade Levels. 9 - 12th Grades

Contact. Mary Rau, Ainsworth High School, 520 E. 2nd, Ainsworth, NE 69210, (402) 387-2082.

Sample Forms for Research Papers/Projects

| TITLE | DESCRIPTION | PAGE # |
|--|--|---------------|
| Mock Employment Interview Request | Teacher request to work based learning coordinator to set up mock employment interviews. | 38 |

SAMPLE

Research Papers/Projects MOCK EMPLOYMENT INTERVIEW REQUEST

We are privileged to set up mock interviews for your class. Please provide us with the following information:

Teacher Name _____ School _____ Rm. No. _____

Name of Class _____ Grade Level of Students _____

Date for Interviews _____ Second Choice _____

Time _____ Number of Students _____

Each interview will take approximately 15 minutes. How long is your class time? _____

Where should interviewers go when they arrive at school? _____

Suggested businesses to call:

GUIDELINES

1. Request mock interview arrangements at least 4 weeks in advance.
2. Help your students learn tips for successful interviews.
3. Have students fill out a job application. (Can be obtained from employers)
4. Have students write a resume.
5. Have students write a letter of application. (Contact employers for job description and address, etc.)
6. Mail applications, resumes and application letters to work based learning coordinators to be distributed to business contacts who will be interviewing students.
7. Remind your students that their conduct reflects on their school as well as their teachers, parents, and especially themselves. (They may want to work in the business in the future!)
8. Have your students write a thank you note to the business person.. (Remember the reason most people stop volunteering is because they are not thanked!)
9. Please contact our office as soon as possible after the speaker visits your class to give us feedback. We want to maintain a list interviewers.

AFTER RECEIVING YOUR REQUEST WE WILL

1. Call businesses to line up people to do interviews.
2. Make every effort to return to you within 10 days a list of mock positions for the students to apply for.
3. Ask the interviewers to complete a checklist to share with each student they interview.

MAIL REQUEST TO

Name _____

Work Based Learning Facilitator _____

Address _____

City/State/Zip _____

Phone _____

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